

White Paper

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Next Generation Humanities PhD White Paper University of New Mexico LoboHUB or Humanities Unbound

I. What Happened?

The UNM Departments of American Studies, English, History and Linguistic along with UNM Graduate Studies created a 4-seminar series (two per semester) in order to engage faculty, students, PhDs outside the academy, and UNM Humanities alumni in a series of discussions about how to transform existing doctoral programs into education models that prepare humanities scholars for careers in many different professions—both inside and outside academia. We made the seminar series the centerpiece for engagement between and among the stakeholders. We chose not to separate faculty from graduate students given it is the graduate students whose career outcomes will be impacted by these discussions.

A. Format of Seminars: Seminars were 3-4 hours long; held on a Friday afternoon; hosted by each participating department or unit; had 2 panels and an open wrap-up or “brain storming” discussion. All stakeholders were represented on panels and participated in the discussion. The seminars were:

1. October 2016: Seminar on “Academics and Activism.” Hosted by UNM Department of History
 - **Description:** Humanities PhDs discuss how they used their training to find work in government and non-profit sectors; PhD students and faculty discussed how their previous or continuing work with government or in the non-profit sector informed/informs their scholarly work and choices.
2. December 2016: Seminar on “Community Engagement and the Academy.” Hosted by UNM Department of American Studies
 - **Description:** Graduate Students discuss PhD Education and Community Engagement; Community Members and Faculty discuss the academic/engagement bridge/divide
3. February 2017: Seminar on “Institutional and Professional Support for the Next Generation.” Hosted by UNM Graduate Studies
 - **Description:** This seminar focused on institutional support for professionalizing UNM graduate students, i.e., using the whole university. Dr. James Grossman, Executive Director of the American Historical Association addressed how administrators can assist departments in the Next Generation initiatives; Discussion by faculty, staff and graduate students about existing resources on campus, beyond the departments, that can provide professional support. Graduate students who had professional careers prior to PhD study were targeted for participation.
4. April 2017: Seminar on “Jobs outside the Professoriate.” Hosted by UNM Department of Linguistics and Department of English.

- **Description:** Discussion with panel of UNM Alt-Ac professionals and alumni who hold a PhD in the humanities and have careers outside the professoriate; a networking session during which attendees could talk directly with invited guests; discussion with doctoral student panelists in English and Linguistics who are targeting their job search outside the professoriate and how such searches are regarded by their advisors and departments.

B. Questions for Alumni, Faculty, and Students (modified by constituency).

1. How does your advanced graduate training in the humanities inform your work?
2. Reflecting on your graduate training, what would you introduce into the curriculum that would prepare students to think about and pursue intellectual work outside the academy?
3. What can mentors, faculty, departments, and institutions do to improve graduate training for a variety of professional opportunities in the 21st century? What institutional practices can be improved upon or introduced?
4. What are ways to integrate multiple career outcomes from the very beginning of graduate training?
5. What are ideas for new courses, workshops, curricula?
6. What changes could be made to existing graduate student funding models?
7. What changes could be made to existing course and dissertation requirements?

C. Committee Meetings. The project director held 3 different meetings (September, February, and May) of the advisory board. The members in attendance represented a broad range of university roles. Each department sent their graduate representative, graduate director, and designated faculty member. In addition, we had the associate dean of Graduate Studies, the associate dean for Research in the College of Arts and Sciences, Associate Provost for Faculty Development, the director of the Center for Teaching Excellence and Graduate Resource Center, and the Director of UNM's Organizational Management Division in attendance.

At each meeting, we reviewed the NEH Next Generation Grant priorities, how our strategies for engaging faculty and students were working, and reviewed what had been discussed at the previous seminar.

II. What Worked and What Didn't?

A. What Worked: The Seminar Series

As with any programmatic or curricular change, the role of the faculty is sacrosanct and therefore any change to graduate education must be a faculty-led enterprise. Faculty-led change starts with a few faculty leaders who represent a cross-section of a department and are equipped with a foundation of knowledge and experience or who are willing to learn. Our seminar series was designed to educate select faculty members about the assets crucial to embarking upon curricular and programmatic changes, the points of difficulty and resistance, and working with entities beyond

humanities departments.

At each seminar, PhD alumni (virtually or in-person) who hold both professorial and non-professorial positions discussed their experience in leveraging historical expertise, research, and communication while building new skills for a broader professional industry. Faculty and students then began discussing their own training and how it translates into the different types of work they are doing now. The faculty who participated on the Academy and Activism panel and the Community Engagement panel revealed to students how academic work intersects with work done in the non-profit or policy sectors or within social activism. Finally, by inviting PhD alums to the seminars as well as humanities PhDs outside the academy, these stakeholders revealed to faculty and students how departments and the university could retool or rethink their programs in order to better prepare students for the changes that are happening now and for those that we see on the horizon. The listening and the discussions were crucial for faculty and administrators to understand how PhD programs might begin to revise their individual programs as well as be able to share or reallocate resources across departments and across administrative units.

B. What Worked: Inclusion of Graduate Students and Alumni in Planning, Execution, and Participation in the Seminars.

Given that PhD career diversity initiatives are being discussed throughout the academy, it is important to make graduate students and alumni partners in the endeavor since it is in their interest to be engaged in any discussion about broadening career opportunities. In designing any program for broadening career possibilities for humanities PhDs, necessity dictates listening to, learning from, and thinking with humanities PhDs who have had a multiplicity of intellectual careers and to graduate students who will be entering a diverse academic job market and knowledge-based economy.

Having graduate students and alumni help plan the seminars and participate in panels and in the discussion meant that faculty and administrators listened to humanists outside the academy who have intellectually challenging and interesting careers and how their degrees and programs contributed to their success. Participants came to understand and respect that many of today's entering graduate students have had professional experiences and careers outside the academy and that these students can inform programmatic changes moving forward. Finally, faculty and administrators witnessed firsthand how much graduate students were interested in talking about pursuing careers outside the academy.

C. What Worked: Identifying Programmatic, Curricular, and Resource Allocation Modifications

At the end of the seminar series, the four departments submitted answers to the questions proposed for each seminar (see above). What emerged was a basic consensus of how to incorporate and blend specific types of professional and technical skills and knowledge into existing graduate training; how to utilize training and professional programs already offered to professional university staff; how to reclassify and redefine graduate assistantships for the development of professional, technological, and collaborative skills and expertise beyond the classroom; how to create PhD tracking

services for departments to publicize the data regarding the career paths of their PhD candidates and graduates (covering a period of 20 years); and how to utilize UNM humanities alumni and other non-academic humanities PhDs in career seminars in order to demonstrate to graduate students and faculty the ways in which stimulating and satisfying intellectual work occurs outside of the academy.

D. What Didn't Work: Finding a path forward to coordinate the participating humanities departments' activities and interests in the future. The attendance for each of these seminars averaged between 30-40 attendees and therefore reached an interested subset of students and faculty. However, it wasn't clear how each department would move forward with some of the discussed plans and changes in our programs and who might do the coordinating both within the departments and across departments. There was general consensus that some form of coordination is necessary in order to share resources but the question for all UNM humanities departments is how to reallocate already shrinking and diminishing resources in a context of increasing faculty workloads.

III. What Does It All Mean?

A. Reflections. Our project's impact on campus for graduate students, faculty, administrators, and alumni meant that we began to address, within in our own separate departments and across the humanities at UNM, the reality of multiple career outcomes and how we might address these outcomes from the very beginning of graduate training.

Participants shared information and knowledge about the discussions concerning career diversity taking place across professional and scholarly organizations such as the Modern Languages Association, the American Historical Association, the Linguistic Society of America, the Council of Graduate Schools, and the Social Sciences and Humanities Research Council of Canada (SSHRC). We brought in key partners into the conversation: Graduate Studies, the Center for Teaching Excellence, the Graduate Resource Center, UNM Employee Organizational Development, and the Office of the Provost, in order to listen and learn from each other about what departments and units supporting graduate education could implement in order to take into account the different career outcomes stemming from graduate training in the humanities.

The seminars and discussions among the participants reinforced the notion that public and private sectors benefit from the expertise and values derived from advanced education in the humanities. This argument was made most clearly by UNM humanities PhDs and ABDs who were employed in these sectors. What emerged from the conversations was that humanities PhDs not only master a body of knowledge, conduct research, and write a dissertation but they engage in what the SSHRC characterizes as "original, critical thinking, effective communication, creativity, empathy, innovation, problem solving, project management, and leadership." *Our reflections turned to programmatic and curricular changes as well as a broader discussion about the meaning of humanities for communities beyond the academy.*

1. Dissertation. Given that graduate training does focus on the ability of students at the end of their program to produce a piece of original research, our first discussions with alumni and PhDs outside of the academy turned to the dissertation.

Among PhDs employed outside the academy who participated in our seminars, there was no suggestion that the dissertation format should be significantly altered. As the American Studies faculty members noted in their year-end summary, “We expected to have greater discussion about revising the dissertation requirement, but our alumni working outside of academia discouraged a change. Even though the dissertation is largely irrelevant outside of academia, our alumni and current PhD students encouraged us not to change the requirement, citing the sense of fulfillment they have in writing a book-length project.” Not only was the sense of fulfillment stressed but the skills inherent in the research and writing of a dissertation such as: effective project management, data collection, analysis, synthesis, and presentation skills. All constituencies did agree that graduate students had to be able to present their dissertation findings to audiences beyond the academy and to think how their findings and/or methodology connect to communities and career opportunities beyond the academy.

In addition, conversations also reflected on the possibility of graduate students, working with their advisors and departments, to suggest alternative formats to the book-length dissertation. Ideas focused on formats borrowed from other disciplines or already tried in some departments such as hybrid dissertations, i.e., a series of articles linked together by an introduction and conclusion, or presenting and describing a curated museum exhibit and the historical and curatorial methodology used.

Further reflection on the meaning and significance of dissertation research and subject knowledge led to a discussion about why graduate students as well as faculty need to build relationships with the community outside of university.

2. Community Engagement. In our conversations about community engagement and humanities scholarship, some faculty, students, and alumni discussed how dissertation projects and faculty research might connect to community/public sector issues and concerns, especially connecting with communities in which they live or from which they came. In the discussion, there was agreement that humanities PhD training lends itself favorably to community engagement but there was a consensus that a culture shift needs to occur to not stigmatize non-academic career choices or this type of work as a member of the academy.

3. Internships. To facilitate community engaged scholarship, some participants suggested building internship programs into curriculum. It was noted that while such programs currently exist, they are rarely used, and don’t include much faculty mentorship. A robust internship program would make community engagement integral to graduate education. In addition, it is in the interest of departments and students to make better use of alumni who are working in non-academic careers. These alumni can mentor current PhD students and address the stigma of non-academic careers in PhD training. Beyond altering cultures within departments, funding and resource allocation for such graduate assignments entered into the conversation and how departments, working with Graduate Studies, can rethink graduate assistantships.

4. Rethinking Graduate Assistantships. Early in our conversations about assistantships, participants all noted that most graduate funding was tied to teaching assistantships. Current funding models and incentives favor departments relying on teaching assistants to teaching introductory level courses or to assist in large freshmen lecture course. UNM’s Academic Affairs has asserted that it is desirable to fund more

graduate Teaching Assistant positions so that TAs can staff recitation and lab sections that will provide small group learning experiences. Thus, the stated expectation is that more funding for graduate students will be directed toward teaching undergraduates. In addition, the university has provided resources to graduate students to facilitate excellence in teaching. Graduate students have the opportunity to enroll in the graduate teaching academy and acquire the necessary skills and pedagogy to teach at the university-level.

It is well-known and not as frequently noted that graduate students work in other arenas that are equally as important to the success of research universities. Graduate students provide labor, expertise, and knowledge for faculty research programs, editing journals, and running institutes, programs, and department, college, or university initiatives. Classified as program and research assistantships, these stipends are tied to a different type of work and different skill sets that are necessary for careers within the academy and beyond it. Yet, there is no comparable training for these types of position on the scale of graduate teaching academies.

The importance of training graduate students in this type of work was widely acknowledged. We reflected on how departments and Graduate Studies can turn these assistantships into internship-like opportunities, either on campus or off-campus. Contrary to campus-wide belief the assistantships cannot be redefined, Graduate Studies committed to working with departments to help them reallocate and rethink graduate stipends for the development of professional, technological, and collaborative skills beyond the classroom.

5. Training beyond the Classroom. Career diversity conversations often turn to using the whole university since faculty are concerned that they do not have the expertise, time, or desire to focus on professional development beyond their disciplines. A few graduate students in the humanities might seek out a graduate minor or graduate certificate that gives them a professional credential but these often add time to completion of their PhDs. Beyond this pathway, there are other avenues available for professional development and draw on existing models and resources that can be completed in less time than taking additional graduate courses.

Universities have long acknowledged the necessity of training students to be future faculty and to teach at the university level by developing university-wide workshops, academies, and certificates. Building on this model of training, departments and graduate students can utilize executive and administrative training available to staff employees. In conversations with UNM's Employee Organizational Development program, this unit committed to identifying organizational management training offered to university staff that might be useful to PhD students in the humanities. These programs, like the teaching academy or future faculty training, are done outside of traditional graduate training and are offered as a short series of workshops, classes, and online modules. These opportunities can be offered to students when they become program, editorial, and research assistants.

6. New Courses and Changing Curriculum. Seminars are at the heart of graduate education. In them, students begin to master fields of study, learn research strategies, grapple with methodology, and imbibe professional norms. Discussions did not revolve around creating separate "NEH Next Generation" graduate seminars that would be stand-alone seminars. Instead, there was a consensus to work within existing

curriculum and programs and focus on developing and highlighting a variety of different skills beyond the disciplinary skills, methods, and knowledge.

The real issue is one of practicality: finding faculty with sufficient expertise to create a separate course for career diversity; students willing to take the course; and departments willing to reallocate faculty time to develop and teach a course. Working across departments and rotating a professionalization course that incorporates something similar to the American Historical Association's five skills (collaboration, communication, digital literacy, quantitative skills, and intellectual self-confidence) might be one solution. Another might be a cross-listed course for Humanities students on "Getting your PhD and Getting a Job."

a. Internships and Service Learning. Internships and "service" learning and community engagement can become more fundamental to graduate curriculum in the humanities. Internships can provide the sites in which graduate students broaden their experiences, tailor their knowledge, expertise, and skills to a different set of work expectations, and to learn and practice more deeply the skills of cross-cultural communication, speaking to and with the populations they write about, and building relationships with the community outside of university. Discussions about civic engagement often note how students or faculty bring their expertise to bear on important community issues. We discussed the value of flipping this paradigm whereby students and faculty learn about how other types of knowledge, experience, and expertise are deployed to investigate, manage, and solve problems.

b. Seminars. Evaluating the efficacy of conventional seminars is often part of the discussion of curricular changes in the name of career diversity. An immediate impulse has been to question much of the type of work produced and whether the "traditional" assignments are relevant to professions beyond the academy. When done right, orthodox seminar assignments—book reviews, presentations, historiographical essays, and research papers—build hard wrought and widely valued skills. These include the ability to survey complex material, analyze the nuances of informed opinion, and develop and express original ideas. Some employers value the close attention to prose, evidence, and argument long cultivated by seminars.

To enhance the value of these seminars in and beyond the academy requires that instructors devote more space and time to addressing different skills embedded within assignments. For example, a seminar can focus on "traditional" assignments but craft class discussions where students interrogate these. Instead of assuming that the value of academic book reviews are self-evident, spend time discussing them. What is their utility? Who is the intended audience? What skills do they require? How might this type of writing (short form, summary and analysis) apply to non-academic audiences?

Within this first approach, instructors, by developing specific types of assignments, can emphasize a particular skill set such as presenting expert knowledge, research and expertise to non-academic audiences or working collaboratively. Assignments can be as varied as a five minute TEDx talk, a one-page policy brief, or an op-ed piece based on the reading or a student's research. This first approach can be seen as enhancement; the second approach requires more faculty and departmental input and resource allocation.

The second approach, "design and develop," can build a seminar around a general theme, such as Food Studies or Human Rights. These seminars are less regimented,

with fewer preset reading and writing assignments and an explicit focus on having students conceptualize and pursue projects. An instructor can style the class as a practicum and focus several class meetings on thinking about public engagement.

In another type of design-and-develop, an instructor can opt for either a traditional or untraditional final project, but can require students to justify their choice in the context of their own ambitions. The approach can pair well with public or digital history and encourages students to exercise judgment and direct their own careers. These types of seminars can also make use of alumni networks or internships.

Moving forward, a combination of these two approaches may best serve most graduate programs. The first approach introduces students to existing professional conventions while prompting them to think about how these build valuable skills. Design-and-develop seminars build intellectual self-confidence and grant students more room to pursue their intellectual and professional goals.

Both approaches can help broaden students' definition of what a humanist is and think about the place of humanities in society. The design-and-develop seminar also acknowledges graduate students as active participants in pursuing their career goals and reclassifies seminar participants as "early career professionals" and not as students.

The characterization of doctoral students as "early career professionals" signals that graduate students already have a high level of academic achievement (BAs and MAs) and some most likely have professional skills and experiences. Asking students to first catalogue and then deploy their different expertise in their graduate education will undoubtedly help humanists to rethink the training of humanists in the twenty-first century.

7. The Stigma of Non-Academic Careers. It is real and omnipresent in discussions with non-academic PhDs about their chosen career paths. Many students feel non-academic careers carry a stigma, said Maggie Debelius co-author with Susan Basalla May of *So What Are You Going to Do With That? Finding Careers Outside Academia*. "Debelius, who interviewed hundreds of Ph.D.'s for her book found that students who acknowledged applying for both academic and nonacademic positions feared that 'advisers would be less likely to write a glowing recommendation or make that extra phone call if they feel the student is not devoted to the profession.'" There is also trepidation among faculty that failure to place students in the academy will adversely affect their department's or university's rankings or there are penalties assessed to grant applications or by accrediting bodies if their students do not find positions within the academy and its ancillary professions.

Such fears and trepidation are difficult to quantify but building a network of trusted faculty, administrators, and alumni across the university who are supportive of career diversity might mitigate them. In addition, working with and educating funders, university and external evaluators, and professional organizations to ensure that neither faculty nor students are penalized for seeking diverse career outcomes for doctoral students is warranted.

Setting aside the question of stigma, the reality is there are simply not enough jobs within the academy for all PhDs, regardless of whether or not they are humanists. Departments and graduate schools must work to redefine what a successful career outcome is, develop connections with alumni who could mentor doctoral students, and

create formal and informal opportunities for discussing and providing information about a variety of career options.

IV. What's Next?

As noted above, the stakeholders who participated in the seminar series see a way forward in terms of programmatic, curricular, and institutional change. The pace, type, and success of change within departments will vary widely since each department has very different cultures and mechanisms for change. Having created a cohort of faculty who represent a cross-section of humanities departments, it is our hope that we can collectively pool some of our resources to begin to jointly implement workshops, alumni events, and informal and formal career sessions. At present, we have institutional partners, especially the Graduate Dean, the Graduate Resource Center, and the Center for Teaching Excellence, who will support change, reallocate resources to career diversity initiatives, and do what they can to smooth the bureaucratic and administrative obstacles. Much more difficult will be bringing Career Services into the conversation since they are severely understaffed.

We have listed some of the possible changes and possible initiatives for the coming year. Moving forward with these initiatives is dependent on departmental culture, available resources, and available faculty release time.

- Create or reemphasize internship programs
- Hire program assistants to be career diversity navigators—positions can be shared across like departments
- Organize workshops, alumni events, seminars
- Promote creation of PhD alumni networks and alumni mentoring
- Develop cross-listed career diversity courses
- Develop a script for advisors to facilitate supportive mentoring of non-academic careers
- Work with Graduate Studies to make resources available for student to identify and articulate academic skills, career goals, and possible career pathways, cf. Individual Development Plans that are used in the sciences
- Diversify writing requirements: short form, multiple audiences, project reports
- Alternative assignments/projects in seminars that involve media, activism, community involvement instead of research papers
- Design dissertation and advancement to candidacy requirements that demonstrate application of knowledge, methodology, or skill beyond the academy
- Assistantships, on or off campus
- Rewrite broad learning outcomes for each program to articulate NEH Next Generation outcomes
- Change language of graduate study to acknowledge that students are early career professionals
- Peer-to-Peer Career counseling/advisement, using PhD candidates who have been in other careers
- Redefine purpose and type of graduate assistantships

- Create a website to disseminate information on different career pathways and link to existing resources.

Appendix The Seminar Programs and Participants

Seminar 1: NEH Next Generation Humanities PhD Seminar on “Academics and Activism”

*University of New Mexico
Friday, October 28th 12:00-5:00pm*

Third Floor Lounge and Reading Room, Ortega Hall,
12:00-12:45pm Lunch with Participants and Advisory Board

Ortega Reading Room, Ortega Hall

1:15-2:15pm *Session #1: Alumni Panel Discussion*

Moderator: Dr. Kimberly Gauderman, Associate Professor, History

Panelists: Dr. Evelyn Schlatter, Southern Poverty Law Center
Dr. Jordon Johnson, McKinley Community PLACE MATTERS
Dr. Mark Asquino, U.S. Department of State

2:15-2:30pm Coffee Break

2:30-3:45pm *Session #2: Graduate Student Panel Discussion*

Moderator: Dr. Dr. Evelyn Schlatter, Southern Poverty Law Center

Panelists: Rachael Cassidy, History
Moises Santos, History
Vincent Basso, English
Nathan Bush, Linguistics
Heather Hawkins, History

3:45-4:00pm Coffee Break

4:00-5:00pm *Focus Groups with Alumni, Students, Faculty, and Advisory Board*

**Seminar 2: PhD Training and Community Engagement
Hosted by the American Studies Department**

Friday, December 9, 1-4pm, Humanities 108 (Franklin Dickey Memorial Theater)

Panel 1: PhD Education and Community Engagement (60 Minutes, 1-2 pm)

Moderators: Naomi Ambriz (AMST Graduate Student) and Elspeth Iralu (AMST Graduate Student)

Jorge Rodriguez, American Studies PhD Student
Caitlin Gran, American Studies PhD Student
David Maile, American Studies PhD Student

Panel 2: Community Members and Faculty Discuss the Academic/Engagement Bridge/Divide (75 minutes) (2:00-3:15)

Moderator: Dr. Kathleen Holscher (American Studies/Religious Studies)

Dr. Jennifer Denetdale, Associate Professor, American Studies
Dr. David Correia, Associate Professor, American Studies
Anzia Bennett, Agri-Cultural Network, Albuquerque
Dr. Tey Marianna Nunn, Visual Arts Program Director, National Hispanic Cultural Center
Dr. Wesley Chenault, Virginia Commonwealth University, Head, Special Collections and Archives

Panel 3: Seminar discussion/ feedback (3:15-)

Seminar 3: "Institutional and Professional Support for the Next Generation"
Hosted by Graduate Studies

Friday, February 17, 2017 1:00 pm-4:00 pm
 Reading Room, Ortega Hall, Third Floor

1-2pm: Session #1: Lessons Learned Thus Far: A Conversation with Dr. James Grossman, Executive Director of the American Historical Association and PI for AHA-Mellon Initiative on Careers beyond the Professoriate

Moderator: Dr. Julie Coonrod, Dean, Graduate Studies

2:00-2:15 Coffee Break

2:15-3:30: Session #2: Professionalization before, during, and after Graduate School

Moderator: Dr. Caroline Smith, Associate Professor, Dept. of Linguistics, UNM

Panelists: Naomi Ambriz, PhD student, American Studies, UNM

Jenna Crabb, Director of UNM Career Services

Robert DelCampo, Executive Director of UNM's Innovation Academy and
 Rutledge Endowed Professor in Management

Aeron Haynie, Associate Professor; Director of the Center for Teaching and
 Learning, UNM

Debbie Howard, Director of Employee Organizational Development, UNM

Michelle Martin, PhD student, History, UNM

3:30-4:00 Wrap up

4:00 Happy Hour at the Faculty and Staff Club (no-host bar)

Seminar 4: Jobs outside the Academy
Hosted by the Departments of English and Linguistics

Friday, April 21, 1pm to 4pm
 Waters Room of Zimmerman Library

Panel 1: Jobs Outside the Professoriate – Careers in Publishing & Professional Writing, Commerce, Industry, Entrepreneurship, Higher Ed Administration and Alt-Ac (60 Minutes, 1-2 pm)

Panelists: Paul Edmunds, Director, Center for English Language and American Culture, UNM
 Diahndra Grill, co-founder JustWrite (nonprofit); Program Head, Interdisciplinary Film & Digital Media Program, UNM.
 Stephanie Spong, Director, Faculty Development, Valencia College (Florida)
 Anna Marie Trester, linguist at FrameWorks Institute, storyteller, author of *Bringing Linguistics to Work*

Networking with Alt-Ac Professionals (60 Minutes, 2-3 pm)

Panel 2: Jobs Outside the Professoriate – The Perspective from Job Applicants (60 Minutes, 3-4 pm)

Panelists: Annie D'Orazio, English, Bilinski Fellow
 Aubrey Healey, Linguistics, Bilinski Fellow
 Jackelyn van Buren, Linguistics, Mellon Fellow
 Julie Williams, English, Bilinski Fellow